


Park Community School

ACCESSIBILITY POLICY

Name of Unit/Premises/Centre/School	Park Community School
Date of Policy Issue/Review	Approved by Governors' Administration Committee on 04/05/2016 Review date: September 2019
Name of Responsible Manager/Headteacher	Christopher Anders (Headteacher)
Signature of Responsible Manager/Headteacher	

Introduction

This plan is compliant with current legislation as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility

Definitions

- **Disability** - The DDA uses a very broad definition of disability:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term negative effect on his or her ability to carry out normal day to day activities”

- **Education and associated services** - this is a broad term which covers the whole life of the school:

“It covers not only the curriculum, teaching and learning but school clubs and activities, break and lunchtimes, school sports, school policies, interaction with peers, assessment and exam arrangements and preparation of leavers for their next phase of education”

Objectives

- To increase the extent to which disabled persons (as broadly defined by the DDA) can access and participate in the school's curricula.
- To improve the School's physical environment so that disabled persons can take advantage of the education and associated activities offered.
- To endeavour to ensure that disabled persons have access to school communications.

Principles

1. Compliance with the DDA is consistent with the school's aims and governors and staff will have regard for its aims and above objectives when carrying out their duties.

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2. The school will therefore endeavour to not treat disabled persons less favourably; and take reasonable steps to avoid putting disabled persons at a substantial disadvantage because of their disability.
3. Reflect the anticipated and actual needs of the school's community in its broadest definition and the needs will be ascertained through discussion with the school's SENCO.
4. The school recognises that disabled individuals, parents of disabled students and voluntary organisations working with the disabled will have knowledge and experience that can help inform the school's actions.
5. The school will continue to seek the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals.
6. The school will annually prepare an Accessibility Plan and Equality Policy will be reviewed bi-annually.

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	TARGETS	ACTION	COMPLETION	SUCCESS CRITERIA
Short Term	To make external environment safer for those with visual impairment.	<ul style="list-style-type: none"> To continually update markings 	On-going	<ul style="list-style-type: none"> Clear markings
Short Term	To make external environment safer for those with physical difficulties	<ul style="list-style-type: none"> To monitor the condition of flat surfaces around the school to allow for wheelchair access. To follow advice from STA PD in relation to students with physical difficulties. 	On-going	<ul style="list-style-type: none"> Surfaces and ramps will be in place
Short Term	To improve staff knowledge and understanding of student disabilities.	<ul style="list-style-type: none"> Learning Support continue to maintain an inclusion register detailing the individual needs CPD for SEN related topics to be built into the CPD menu Specific CPD on autism Regular training for TLAs Specialists invited to lead CPD as appropriate 	September each year	<ul style="list-style-type: none"> Inclusion register regularly updated CPD programme for all staff
Short Term	To ensure up to date, user friendly, but secure access to the school's SEN register, student's Individual Education Plans (IEP), looked-after children and other related information.	<ul style="list-style-type: none"> Staff access to the school's network. Staff training in use of SEN pages Explore more efficient and effective ways of communicating information about students to staff 	On-going	<ul style="list-style-type: none"> All staff have secure access to SEN data through a link on the school's website home page. Alternatives will be available
Short Term	Adhere to requirements of the Disability Equality Duty	<ul style="list-style-type: none"> Governors' Administration Committee to formally accept the school's Accessibility Policy and Plan. Staff and governors to review the Disability Equality Scheme To improve communication with parents through the Transition Information Evening for students and parents of students with SEN 	On-going	<ul style="list-style-type: none"> Ratified policy reviewed and in place. Transition evening annually each July.

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	TARGETS	ACTION	COMPLETION	SUCCESS CRITERIA
Medium Term	To ensure all students have greater access to the curriculum.	<ul style="list-style-type: none"> • SENCO to provide intervention programmes for specific groups. • SENCO to regularly monitor performance of students through the mini schools. • School Leadership Team to support departments in providing a challenging curriculum for all students • A variety of interventions can be deployed to support the progress of students underachieving in the vulnerable groups 	On-going	<ul style="list-style-type: none"> • Staff can be observed to use a range of appropriate teaching strategies • The majority of lessons will be good or outstanding • Progress of students in the vulnerable groups is in line with or better than expectations
Medium Term	Staff to be better informed on how to respond when challenged by students in a potentially volatile situation.	<ul style="list-style-type: none"> • Strategies to be created for particular students. These will explain disabilities, typical behaviour patterns and give advice on appropriate actions to take. 	On-going	<ul style="list-style-type: none"> • Staff to access strategies.